

Personnel
Akerue

Akerue & Erehwemōs

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AKERUE IN EREHWEMOS

Miss Low, in her most interesting paper in the February number of the Nineteenth Century, remarks that the reading of girls "should find its place in the ordinary school curriculum." Here is the crux of the situation & I happen to know of a school where this counsel of perfection has been practised for many years. Akerue is a large school situated in Erehwemōs; some hundreds of scholars belong to the school & in its several divisions, there are children of all ages from six to seventeen. They are all brought up upon Books & Things & I have the pleasure of doing some of the examination work connected with the scheme. I hail with ~~delight~~ joy the big boxes of papers which arrive at the close of a term's examination; but place aux enfants - why the examination of these papers is a festive employment, the children shall show for themselves. Every child & young person sends many sheets; small children dictate their answers to some older impressed for the occasion but, often enough, children of eight write their own.

It will be time enough to examine into the true inwardness of these papers, selected here & there from a random heap, when the children ~~shall~~ shall have had their chance with the reader. I find that hundreds of persons fresh, unconventional, delightful, defile before me on these triennial occasions; but perhaps I am prejudiced: *Persons with*

their own lines disclose their strong inner keen feelings.

Any middle-aged bachelor who has known hangings of grey in his reading of Keats's Canzoni or Mr. Ruskin's Article of Fellowship, with young people might write the heart of Akerue notice a show of this examination work.

The children ^{thus} must disclose themselves to him at any rate, like those doctors of old in Jerusalem, he would be astonished at their understanding and answers.

Lampyrudica!

Amy Filton	Donis XI	III
M. Grace Fox	Composition	III
Joan Empler	"	II
Cicely Petty	"	III
E. Orlebar	N. History	ib
B. E. Tatham	E. D. F. Morals	III
V. Bishop	Comp	IV
D. V. de Kerk.	II	8 1/2
D. Buxton	II	N. History
M. Douglas	ib	9 1/2 N. History
F. M. Mawle		7 3/4 Tales
Helen Scott	Fr. Hist	
D. Tach	9 1/2 II	Comp.

Josephine Hickson	Geog
Vera Foster	"
D. Mander	Pereus
V. Crowder 11 3/4	III Comp.
W. Farnell	III 13 3/4 Comp.
C. Standenke	10 1/2 Pithon Mon
Joan Wan	History
C. Bepel	Comp
B. Pless	

Persons with their own likes & dislikes, their strong views
their feelings

We hear a wail say now that the boys & girls are no longer
what they were, that their great grandmothers ^{were} ~~with~~ persons
with intelligent interests who took delight in knowledge & ~~+~~
now!

may think all coherent & reasonable in this account, or
who may fear national decadence. We like to look
on my shoulder and turn over the contents of these
boxes: ~~to~~ to pick out a paper when there. I begin with

a list of seventeen ~~who~~ ^{has} ~~an~~ ^{assignment}, ~~there~~, ~~between~~
~~city & country~~ - Ashoka answers three or four questions
in each of the following subjects: Scripture,

Composition, English History, Literature, Grammar, &
French, German, Botany, Arithmetic, Disposition
History, Geography, Zoology, Painting & Drawing
omitting ~~Arithmetic~~, Italian, Latin, Euclid & Algebra,
we can only make room for her literature paper & her

"Twenty lines in blank verse on Sir Walter Raleigh".
Therefore we must pass on to children in classes ~~of~~
till between the ages of nine & fifteen.

These classes as many questions in nearly as
many subjects but the books they study are of a
different caliber.

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Manner is the prisoner of the work ^{as a} drawing when the effects are produced by a single colour wash. I should imagine that the play had only been once had through by the children a scene or two at a time. It has then been any attempt at 'setting-up' we should have had the muddy effect with which we as all families struggle in examination papers. I happen to know as a matter of fact that this could hardly have been more than a matter because much work in many subjects is accomplished in the morning school hours. There is no time ~~to~~ for evening or 'setting-up'.

Also the concern of the school is somewhat to acknowledge itself that there is not a minute to spare to learn 'about it' 'about it'. One's curiosity to know what it is in this or that scene which finds an individual child but that there is a genuine preference in each case is shown, I think by the persistent way in which the ^{scene is described} ~~descriptions are given~~.

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The children in class II are required to study describe
draw details of six reproductions of Rembrandt's
work (little group). In the lower class they study
the same pictures but are not asked to draw
details. Then comes the question for the young
(class) children "Describe the picture by Rembrandt
+ II

for class III while Helen Black wrote an
Rembrandt's Night Watch or The Toll"

Here are some specimens of the result.

Here are a few of the results from which it will
be seen that the children simply look at the
pictures & know very least detail of it. They
also that they have their preferences; & also,
I think it is evident that they are not taught
what to prefer but are, again, left to express
their own individuality.

They ~~express~~ ^{imagine} These young people seem to
have unusual power of seeing. Their observation
in natural science with diagrams & drawings
are very interesting. Also they hear certain musical
compositions played over rows during the lesson. This

There is not a great difference between those used in class III & in class II as one of the criticisms at Akeno is that the intellectual snap of childhood gone is perhaps as great as that of childhood in their early teens but they should not be expected to do so much work.

Vitorino da Feltra called his school

I think a few of the answers to the question: "Describe your favorite scene in Henry VIII." will be enough to demonstrate a certain joylessness in the children - the rigidity all kind in the play of one individuality. It is curious how various are the scenes that find favour & the French eye mind is sometimes at a loss to know why this or that scene is acceptable.

Phileas's dicta ^(Conclude this lesson) offer a valuable part of the intellectual diet at Akeno. Here are a few of the answers.

But in Class IV & do English European History ^{History} ~~English~~ ^{French} ~~French~~ ^{Latin} ~~Latin~~ ^{Roman} ~~Roman~~

Here are one or two answers.

Phileas's dicta.

Some of the axioms of Akerue are:-

A liberal curriculum for children of all ages above six.

Many books, owned by the children.

A single attentive reading of each chapter or passage.

No note-taking, cramming, or 'getting-up'.

Oral lessons; or lectures, like angels' visits, & never given ~~in~~
in order to teach a subject but to introduce, expand, or sum up.

All the reading is, as I have said, done in the hours of morn-

ing school: much field work, handicrafts, drawing, etc., occupy the
afternoons & the evenings are free.

I wonder would it be possible for other schools to adopt the
methods of Akerue? It is a delightful school, & deserves, like that
of Vittorino da Feltre, to be called La Gioiosa.

It will be seen that the work of the intelligent child in
the 15th year does not show a very marked advance in
style & character from beyond that of children ranging

This Akerue
considers its
school
discovery.

15 yrs 9-14. That is true. The reason is that it

is hardly possible to impose upon the understanding and
assess or ^{special} ~~impose~~ the style of young children whose
learning is ~~imposed~~ ^{independent} ~~discovery~~ ^{in knowledge}